THE IMPLEMENTATION OF LABIRIN BOARD GAME IN ENHANCING STUDENTS' SPEAKING SKILL IN ELEVENTH GRADE AT SMA NEGERI 18 MAKASSAR

SKRIPSI

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Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S. Pd) in English Education Study Program

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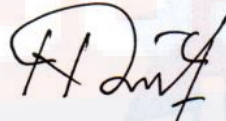
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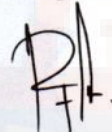August 19th, 2022

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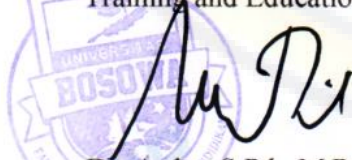NIDN.0919128201

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Judul   : The Implementation of Labirin Board Game in Enhancing Students' Speaking Skill in Eleventh Grade at SMAN 18 Makassar

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iii

ABSTRACT

A. Tri Ayu Utami Ibrahim. 2022. *The Implementation of Labirin Board Game in Enhancing Students' Speaking Skill in Eleventh Grade at SMA Negeri 18 Makassar,* Skripsi for English Education Study Program Faculty of Teacher Training and Education University of Bosowa. (Supervised by Nurfaizah Sahib, and Restu Januarty).

This research focuses on the students' speaking skill through labirin board game. The aim of this study was to find out weather there is an enhancement of students' speaking skill after implementing the labirin Board Game in eleventh grade at SMA 18 Makassar in the 2022/2023 academic year. The method used in this study was quantitative experimental research with one group pre-test-post-test research design. Speaking test used as the instruments of elicting the data. The procedure of collecting data was pre-test, treatment, and post-test. The samples of this research were the eleventh grade with 36 students. Simple random sampling was a method used to select a sample . The results of data analysis showed there was an enhancement in students' speaking skill of vocabulary, pronunciation, and fluency through the implementation of the abirin Board Game. The mean score of the students increased from 5.06 on the pre-test to 7.67 on the post-test The difference between the pre-test and the post-test was statistically significant $(0.00<0.05)$. Based on the results of data analysis, the writer conclude that there was an enhancement after implementing the labirin Board Game on speaking skill in eleventh grade at SMA 18 Makassar.

Keywords : Implementation, Speaking, skill, Labirin Board Game

ABSTRAK

A.Tri Ayu Utami Ibrahim.2022*. The Implementation of Labirin Board Game in Enhancing Students' Speaking Skill in Eleventh Grade at SMA Negeri 18 Makassar,* Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa. (Dibimbing oleh Nurfaizah Sahib, dan Restu Januarty).

Penelitian ini berfokus pada peningkatan speaking siswa melalui labirin board game. Penelitian ini dilakukan dengan tujuan untuk mengetahui apakah ada peningkatan kemampuan berbicara siswa setalah menerapkan Labirin Board Game pada siswa kelas sebelas di SMA 18 Makassar tahun ajaran 2022/2023. Metode yang digunakan pada penelitian ini adalah eksperimental quantitative dengan desain penelitian one group pre-test-post-test. Speaking tes merupakan instrumen yang digunakan untuk mengumpulkan data. Procedur pengumpulan data pada penelitian ini yakni pre-test, treatment, dan post-test. Sample pada penelitian ini adalah kelas sebelas sebanyak 36 siswa. Random sampling merupakan metode yang digunakan untuk memilih sample dari populasi.Hasil analisis data menunjukkan bahwa terdapat peningkatan keterampilan berbicara siswa pada kosakata, pengucapan, serta kelancaran melalui penerapan labirin oard game. Nilai rata-rata siswa meningkat dari 5.06 pada pre-test dan mengalami peningkatan menjadi 7.67 pada post-test. Perbedaan antara nilai dari pre-test dan post-test secara statistik signifikan ($0.00 < 0.05$). Berdasarkan hasil analisis data, penulis menyimpulkan bahwa terdapat peningkatan kemampuan berbicara siswa setelah menerapkan labirin board game pada siswa kelas sebelas di SMA 18 Makassar.

Kata Kunci : Penerapan, Berbicara, Kemampuan, Labirin Board Game.

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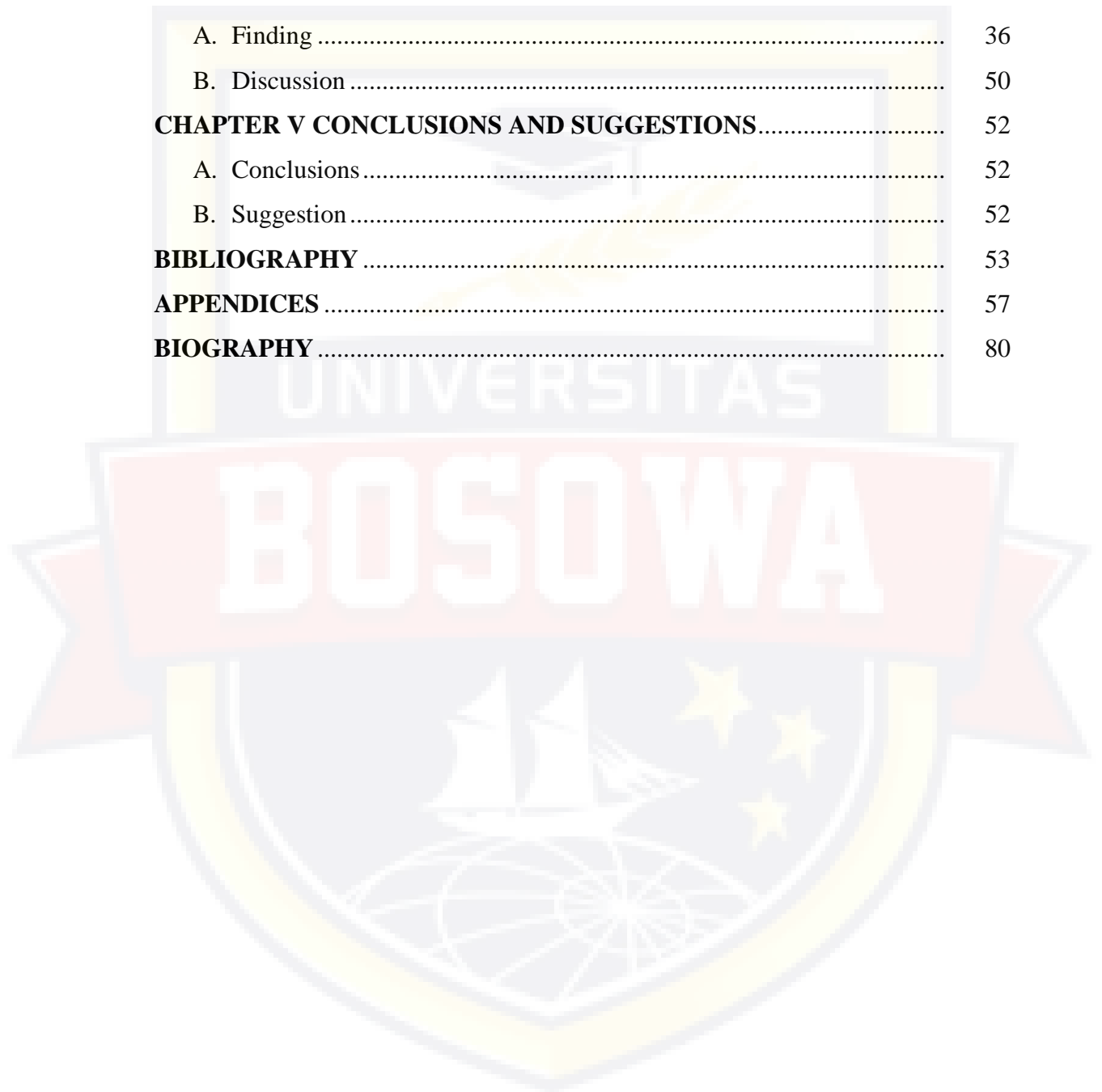
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The Writer

TABLE OF CONTENT

ix

LIST OF TABLES

LIST OF PICTURES

LIST OF APPENDICES

CHAPTER 1

INTRODUCTION

This chapter contains about Background of Research, Identification of the Problem, Scope of the Problem, Formulation of the Problem, Objective of the Research, and Significant of the Problem.

A. Background

Technological developments continue to increase rapidly over time until now, which is better known as the 5.0 era. Ir. Joko Widodo at the opening of the planning conference, Tuesday 4 May 2021 said the planners must consider the development of science and technology. We must be part of the technology producers themselves, we must get the maximum benefit from technological developments and very fast technological developments. Jokowi further advised that Indonesia should not only be a 5G consumer but could take advantage of the sophistication of technology that is currently developing rapidly not to be left behind in the progress of the nation and state. In the sophisticated era, teachers must be able to adapt to technological advances that are already very sophisticated.

With the increasingly sophisticated technology, a teacher can take advantage of this opportunity to create fun learning innovations for his students. The use of technology as a learning media is a must in addition to the demand factor, but indeed its existence can be good for the world of education itself (Suminar, 2019:776). Students today are affected by the rapid advancement of existing technology so their interest in learning has decreased. Therefore, the

teacher must be able to make interesting learning media to be able to attract the interest of students to learn.

Learning media is something that can be used to convey messages or information in the teaching and learning process so that it can attract students' attention and interest to learn. Media learning is one of the tools teaching for teachers to convey teaching materials, improve the creativity of students and increase student attention in the learning process (Tafoano, 2018:103). Thus it can be said that the better the media is designed for learning needs. The more effective and efficient the learning process will be and the better the student's achievement will be. Vice versa, the lower the attention to designing media based on objectives, materials and learning methods. The more ineffective and efficient the learning is carried out and ultimately causes student learning outcomes to decline. According to Nurrita (2018:176), Interesting learning media for students can be a stimulus for students in the learning process. Therefore, the use of learning media in learning is very good because it can improve the quality of learning in the classroom. The use of learning media can be applied to various subjects including learning English.

English is the International lingua franca used at the official sessions of the United Nations (UN). English is the first international language used to communicate in various aspects of life; education, economy, politics, culture in the international scope (Munadzdzofah, 2018:2). English has long been an inseparable part of the education system in Indonesia, which was initially only given to higher education levels, but over time the need and popularity of the English language increased which resulted in the curriculum for teaching English

changing. In learning English, four skills must be mastered, namely, listening, reading, writing, and speaking.

Speaking is the ability to speak in English which is the main thing for a person's success in learning English. This is a separate issue that must be mastered by students which is a combination of brain ability, word or sentence processing, and listening ability (Hotmaria, 2021: 2). Sulastri (2019 :25) added explanation that speaking is the ability of human to express their ideas, feeling, and thoughts by using oral speech which usually involves a speaker. Speaking is one of the main skills that must be considered in language learning. Of the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language (Rao 2019: 8). Zuhriyah (2017:119) added that somebody is considered successful in learning a foreign language when he or she can speak it.

Based on the results of interview with eleventh-grade students at SMA 18 Negeri Makassar, they said that they still had difficulties in developing their speaking skills in learning English. This problem occurs because of the ineffectiveness of the learning approach used during the learning process. Teachers tend to be still topic-oriented. To practice students' speaking skills in English, the teacher gives the topic to the students, and the students are then allowed to explain the topic that he/she gets in front of the class. Based on the evaluation results obtained from the student interviews, there found a lot of complaints about students that using such a method made them feel depressed, afraid, and ultimately difficult to explore their ideas. this method also reduces their motivation to learn English.

Motivation is a psychological condition that encourages someone to do something (Arianti, 2018 :125). Motivation has an important role in the teaching and learning process for both teachers and students. For teachers to know the motivation to learn from students is very necessary to maintain and increase the spirit of student learning. In addition to motivation, appropriate and interesting media are also needed to trigger students' motivation and increase enthusiasm for learning English.

Generally, students prefer to learn while playing. That's why the right strategy to use is to present the media game-based learning. With the game element in the media, learning will certainly be able to make students happy and not feel bored while learning is in progress. Game learning media has advantages in involving students in the learning process wisely. In learning activities that use learning media games, the role of an educator does not dominate and the interaction between participants becomes more intensive. According to (Hidayatulloh et al., 2020: 201) games are able to motivate students, encourage students to learn, and games make the learning process more fun. With game learning media, each participant's students become a source of learning for each other. The problems that students often face are solved by themselves first. If students are not able to answer the questions then the students ask educators.

The labirin board game is expected to build enthusiasm and can motivate more for learning and be able to encourage students to be actively involved in the learning process to create effective learning. Labirinn board game will work more effectively because it maximizes students talk time. So that, with this game

students will be more interested in speaking, more confident, and able to feel relax. To know the effectiveness of labirin board game the researcher is interested to make labirin board game. Therefore the researcher took and researched with the tittle **The Implementation of Labirin Board Game in Enhancing Students' Speaking Skill in Eleventh Grade at SMA Negeri 18 Makassar.**

B.   Identification of the Problem

In relation to background of the problem above, the following problems can be identified :

1.   Students have difficulty in learning English, especially in mastering speaking

2.   The teacher does not realize the appropriate technique or method of teaching speaking

3.   In learning process, the teacher only apply the same technique to improve student's speaking skill.

4.   The students did not enjoy the class because the technique used by the teacher are monotouns. The result the students feel pressured and ultimately lack confidence and make them unable to convey their ideas

C.   Scope of the Research

In line with the identification of the problems, the research focus on enhancing students' speaking skill using labirin board games in eleventh grade at SMA Negeri 18 Makassar. The decision is taken by considering the importance of Labirin Board Game is one of cooperative learning's strategies that was useful to increase student's speaking skill.

D.   Research of the Question

Based of the limitation of the problem above, the researcher formulates the research is there any significance enhancement student's speaking skill after implementing Labirin Board Game in eleventh grade at SMA Negeri 18 Makassar?.

E.   Objective of the Research

Based on the formulation of the problem above, the objective of this research is to find out if there is an enhancement of the students' speaking skill after implementing Labirin Board Games in eleventh grade at SMA Negeri 18 Makassar.

F.   Significance of the Research

The significance of the research are as follows:

1. Theoretical Benefits

The theoretical benefits of the results of this study are expected to expand insight into knowledge, especially in the field of research and can be used as support theory for future research activities related to with innovative learning media.

2. Practical Benefits

The practical benefits expected from this research are:

a. For Educators the development of the Labirin Board Game learning media in learning English, especially in improving students' speaking skills, can make it easier for teachers to train students in improving

b. For Participants Educate the development of the Labirin Board Games media is expected to be able to stimulate students' learning enthusiasm and make students active and fully involved in the learning process.

c. For schools, development he Labirin Board Games learning media serves to improve the quality learning by applying innovative learning media in activities learning.

d. For Further Researchers, on the development of learning media. In this case, the researcher hopes that it will be able to become a reference for media research further learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A.   **Literature Review**

1.   **Concept of Speaking Skill**

a.   **Definition of Speaking**

Speaking is an interactive process to construct meaning that involves generating, receiving and processing information, and the process is often spontaneous, open, evolving and often unpredictable (Hadi, 2020:127).

According to Tis'ah (2019 :50) speaking is a form of human behavior that utilizes very intensive physical, psychological, neurological, semantic and linguistic factors. Meanwhile, Abidin (2012) in (Mbeni et al., 2019:337) gives an understanding that speaking is basically a person's ability to issue ideas, ideas, or thoughts to others through the medium of spoken language.

Sulastri (2019 :25) added explaination speaking is the ability of human to express their ideas, feeling, and thoughts by using oral speech in which it usually involves speaker and interlocutor. In line with the research of Awalunisah & Sugito (2018:131) in Febiola (2020 : 1027) speaking skill which is classified as language development is a form of child communication that begins with listening skills, which will then be accompanied by speaking skills. Further Afief (2018 : 581) explain speaking is an interactive process of constructing meaning that involves generating and receiving information.

The ability to speak is as important as language development, by speaking it allows individuals to interact with the surrounding environment and express

desires and opinions As Ni'mah, et al (2019:1) argued that Speaking is one of the language skills that is very important to be mastered by students to become good communicators. Speaking is the use of language verbally to interact with other people. Wahyuni, et al (2021:406) argues that "it shows that oral interactions can be characteristic in terms of routines, which are conventional ways of presenting information that can focus on information or interaction". Wahyuni et al (2021:406) explain speaking is an interactive process of constructing meaning that consists of producing and receiving information. The ability to speak in English lessons is a very important productive skill to be mastered by someone who wants to learn English. Speaking is a production skill that falls into two main categories: accuracy and fluency.

From some of the opinions above, it can be concluded that speaking is the ability to convey information orally to the other person by paying attention to the use of language, grammar, and pronunciation. Speaking ability is an important skill to be mastered in learning a language after speaking ability. A person can be said to master a language when he can speak properly and correctly using that language.

b.   **The Importance of Speaking**

English is a very important language to be mastered for everyone in this world because English is an international language used by every country to interact. English as an international language has a long history. Since ancient Rome, it was necessary to have a language that many people could understand, so that people from different countries could understand when communicating. Now

that language is called the lingua franca. Lingua franca is the language used to communicate between people from various backgrounds. Initially, each region had a different lingua franca. Then it was mutually agreed that English as a common language.

English is the oldest language in the world and emerged around 8 AD. English also experienced rapid development so that it became an international language. English is the first language in the United States, Antigua and Barbuda, Australia, The Bahamas, Barbados, Bermuda, Great Britain, Guyana, Jamaica, Saint Kitts and Nevis, New Zealand, and Trinidad and Tobago.

In addition, English is also one of the official languages in international organizations such as the United Nations and the International Olympic Committee. Not only that, English is also the official language in various countries, such as in South Africa, Belize, Philippines, Hong Kong, Ireland, Canada, Nigeria, Singapore, and others. In the world, English is the second language learned after mother tongue. The English language was able to spread because of the political influence and imperialism of Britain and subsequently Great Britain in the world.

Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language (Rao, 2019: 8). So English is a very important language to be mastered for every human being on earth because in addition to English is an international language, we will get several benefits from mastering English including, making it easier for us to

communicate with foreigners, making it easier for us to get jobs in this era. this modernization, and also gives us the opportunity to be able to continue our education in other countries. Therefore, good speaking skills become an opportunity to achieve better (Rao, 2019 :10). When you want to master a language, the most important thing to learn first is how to speak that language. A person is said to master a language when he has been able to speak into that language. As what has been explained by Zuhriyah (2017:119) that somebody is considered successful in learning a foreign language when he or she has the ability to speak it .

In short, English is a very important language to master other than because it is an international language, there are many advantages that we will get if we master English, namely, we will be easy to communicate with people from different countries, easy to get a job, and we will be easy access information.

c. Elements of Speaking

To speak is to use language in an ordinary voice; say the words; know and be able to use language; express oneself in words; make a speech (Ni'mah et al., 2020: 2). Based on the definitions above, we can conclude that speaking can be a way to convey feelings through words, in conversation with others. This means that humans use words and phrases in the interactive process of constructing the meaning of speaking.

Harmer (2002) in Feberani (2018) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

1) Connected speech: The effective speakers of English need to be able not only to produce individual phonemes of English, but also to use fluent connected speech. So, the teachers should involve students in oral activities designed specifically to improve their connective speech.

2) Expressive devices: native of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non verbal means how they are feeling. The use of these devices contributes to the skill to convey meaning. They allow the extra expressions of emotion and intensity, students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

3) Lexis and grammar: spontaneous speech is marked by the use of number of common lexical phrases, especially in their performance of certain language function. Teachers should therefore supply variety of phrases for different functions, such as: greeting, agreeing and disagreeing.

4) Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

Speaking is not only having amount of vocabularies and knowing the grammatical structures, but also mastering all elements of speaking above. All messages we deliver will be acceptable by all communicants if we master those elements.

d.   Aspects of Speaking

According to Ahyak and Indramawan (2013: 19) speaking develops to acquire speaking skill students must have many aspects of speaking such as pronunciation, structure, vocabulary, content, and fluency. While Brown, 2004:172-173) in Bohari, (2020: 70) argued that speaking skill must have five aspects they are vocabulary, grammar, fluency, comprehension, pronunciation.

1.   Vocabulary

One of the linguistic factors in which it is a number of words with the role of combining them to make up the language in speaking. Vocabulary is very essential but it is not the first thing to be considered if speaking takes place is a very early stage. Vocabulary is a total number of words, which a make up a language.

2.   Grammar

Grammar is the rule in spoken language and written language. The students' must obey the rules of grammar to obtain a good result, the students' can also find the grammar rule in pronunciation, morphology, and syntax. In speaking ability, sometimes the speaker and the listener do not care about the grammar itself. But at this time the writer does not discuss the grammar so far.

3.   Fluency

It shows that people are able to communicate well because it consists of the case and speed of the flowing speech. Someone who can communicate fluently but she may be able to use the language fluently. Someone can be said fluent if she can require some criteria or categories those are the students can say

the words fluently with good pronunciation. The students have many vocabularies so they can say the words fluently and they know what they will say then. They know the rule in the language (grammar). They can put on the word spelling correctly in any situation it makes the communication among them can be easier to be understood although it does not use grammatical language.

4.   Comprehension

In speaking the speaker and the listener must have a good understanding so that the conversation certainly requires a subject to respond to speech as well as to initiate it. But in this research, the researcher will call the comprehensibility.

5.   Pronunciation

Pronunciation is the way we make a sound of the language how and where we place the stress and how we use pitch and intonation to show how we are feeling and what we mean . Therefore it is also very important to be improved, the students must have good pronunciation to give very clear words or speaking that will make others can be easy to be understood.

In short in learning a language there are aspects that must be mastered. Where mastery of these aspects is very important if someone wants to master a language, including English. These aspects include vocabulary, grammar, fluency, comprehension, and pronunciation

e.   The Problem of Speaking Skill

The ability to speak and in English lessons are two productive abilities that are almost as difficult for most students at school. Difficulty speaking is usually caused by several factors such as fluency due to difficulty expressing ideas

verbally, limited vocabulary (vocabulary), limited grammar skills (grammar), pronunciation errors (pronunciation) and lack of courage to speak for fear of being wrong.

There are some problems for speaking skills that teachers can come across in helping students to speak in the classroom. There are some problems for speaking skill that teachers can come across in helping students to speak in the classroom.

These are inhibition, lack of topical knowledge, low participation, and mother-tongue use (Tuan & Mai, 2015) in (Leong & Ahmadi, 2017 : 36)

1. Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. Littlewood (2007) expressed that a language classroom can also create inhibitions and apprehension for the students.

2. The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves. This is supported by Rivers (1968) who thinks that learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they do have enough information about it. Baker and Westrup (2003) also supports the above idea and stated that it is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately.

3. The third problem in the speaking class is that the participation is very low. In a class with a large number of students, each student will have very little time for talking because just one student talks at a time and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak.

4. The last problem related to the speaking ability is that when some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them (Tuan & Mai, 2015). According to Harmer (1991), there are some reasons why learners use mother-tongue in their speaking classes. The first reason is that when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother-tongue is very natural for learners to use. If teachers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their classmates.

As for several studies that reveal the problems experienced by students when speaking, namely research conducted by Citra Kusumaningsih with the title Using Communicative Group Activity in Improving Speaking Skills, student problems stem from a lack of confidence in speaking to express ideas to be conveyed. This then has an impact on their indecision which manifests in less fluent and often they are silent when asked to speak in front of the class. This problem as a whole causes a learning atmosphere that is less conducive to student progress in learning English.

From some of the opinions above, it can be concluded that the problems that are often experienced by students when speaking in English learning are firstly influenced by the lack of self-confidence and a feeling of fear of being wrong so that they are afraid to speak and cannot express their ideas. The next factor is because it is influenced by the pressure felt in the classroom when speaking and other factors are influenced by limited vocabulary, lack of mastery of grammar, and poor pronunciation.

2. Concept of Game

a. Definition of Game

Games are very popular among people today. Starting from children to adults they make games as a filler in their spare time and even a series of people have made games as a source of income. Game learning method was first developed by David De Vries and Keith Edward. This method is an approach to cooperation between groups by developing interpersonal cooperation.. Play as a form of learning activity is creative play, fun and educational. Thus, students will not awkward again to face how to learn at the next level. Raisatun Nisak (2014: 11) in Eliska, (2018: 19) added explanation that games are "one of the means that can be used as a way to transform knowledge to children". Educational games are a fun and enjoyable activity is an educational method or tool. Educational games can improve the ability to think, speak, and get along with other people. In addition, children can strengthen their limbs to become more skilled and grow and develop personality.

The game consists of a set of rules that build a situation compete from two to several people or groups by choosing a strategy which is built to maximize your own victory or forminimize the opponent's victory. The rules determine the possibilities actions for each player, a certain amount of information is received by each player as progress of playing, and a number of wins or losses in various situation (Putra, 2012). Some experts also explained the definition of games,

1. John C Beck & Mitchell Wade,

Games are a proven gimmick. Game is a good training environment for the real world in organizations that demands collaborative problem solving.

2. Samuel Henry,

Game is a form of entertainment that is often used as a game refresh the mind from fatigue caused by activities and routines we.

3. John Naisbitt,

Games are dynamic participatory systems because games have a level of storytelling that movies don't have.

4. Andik Susilo,

Game is one of the addictions that is hard to get rid of, some even said that online gaming addiction is equivalent to drugs. Games greatly affect the academic achievement of students so that if they are not limited about using games it will be fatal for them. Wibowo (2015) in Rahyuni et al., (2021: 66) stated that a decrease in students' learning motivation who is dependent on game activities will affect their learning achievement. In addition, games can also have a positive impact if used properly and correctly. Games can be a learning medium that can be used by educators in the classroom

Based on some of the definitions above, it can be concluded that games are one of the means to improve the development of children's brain and motor nerves in a relaxed and fun way. In learning, games are applied to make the learning atmosphere more exciting and lively. Teachers usually apply educational game commonly referred to as educational games.

Educational games are designed or created to stimulate thinking power, including increasing concentration and solving problems (Wulandari et al., 2017 : 2). Educational games are media that are currently quite popular and have been developed to support the learning process. Educational games are a fun and enjoyable activity is an educational method or tool. Educational games can improve the ability to think, speak, and get along with other people. In addition, children can strengthen their limbs to become more skilled and grow and develop personality. Educational games are one type of media used to provide teaching, increase the knowledge of its users through a unique and interesting media. This type is usually intended for children,then the color game is really needed here, not the level of difficulty is important (Dewi, 2012 : 2).

Based on the description above, it can be concluded that educational games is a form of game that can be useful to support the process more fun and more creative teaching and learning, and used to teach or increase knowledge users through an attractive medium.

b. Definiton of Educational Games

The word education comes from English, namely education which means education. Educational games are games that are designed or created to stimulate thinking including increasing concentration and solving problems. Educational

games are one type of media used to provide teaching, increase the knowledge of users through a unique and interesting media (Satrio, 2020: 139). Nuqisari & Sudarmilah, (2019): 86) added educational games are games designed or created for Stimulates thinking power including increasing concentrationand solve the problem.

Educational games are one of the the type of media used to provide teaching, increase knowledge for users through a medium unique and interesting. Basically, today's children really like games and it can be said that their inclination towards games is very high. this can be used by an educator to apply games but based on education to provoke students' interest in learning. Educational games are one of the interesting choices of learning media because there is also a tendency for teenagers to really like games so that they can be utilized by integrating games in a medium to produce an interesting learning media and can increase students' learning motivation (Adyani et al., 2015: 649). Angela & Gani, (2016: 4) said that this educational type game aims to provoke children's interest in learning the subject matter while playing, so that players are expected to more easily understand the subject matter presented.

Based on the description above, it can be concluded that educational games are one form of game that can be useful to support the teaching and learning process in a more fun and creative way, and are used to provide teaching or increase the knowledge of users through an interesting media.

c. The Kinds Of Educational Games

According to Rafiqin & Saputra, (2017:72) there are several kinds of educational games, including:

1. Guess the Word

The guessing learning model is guessing the word in question by mentioning certain words until the word mentioned is correct. this type of guessing educational game is a learning model for delivering teaching materials using short words in the form of games so that students can receive learning messages through cards.

2. Flashcard

Flashcard is a small cards that contain pictures, text, or symbols that remind and guide students to something related to the picture. Flash cards are usually 8 x 12 cm in size, or can be adjusted according to the size of the class at hand. Flash cards contain pictures of objects, animals, and so on that can be used to practice spelling and enrich vocabulary.

3. Quiz

Quiz Game is a form of mind or game in which players (as individuals or in teams) attempt to answer questions correctly.

4. Puzzle Games

Puzzle comes from English which means puzzle or unpacking, puzzle media is a simple medium that is played with pairs of pairs. Puzzle games are intended to solve a particular problem. Almost all the challenges here involve logic problems which are usually limited by time. For example, Tetris, Labyrinth Board, Rocket Mania, and Magic Inlay.

In this research I took the labirin board games as one of games that I wanted to research.

3. Labirin Board Game

According to Sulastri (2019 : 35) Board Game is a type of game where the tools or parts of the game are placed and moved on a surface that has been marked or divided according to a set of rules.. Recently, board games, which emphasize reasoning as well as strategy choice, have the potential for educational use. Labirin according to KBBI is a place full of winding roads and alleys and junctions sir.

Labirin game can also be interpreted as a game with a tortuous path that aims to determine the right path in achieving the desired goal that has been previously set. Labirin Games is a game to find egress between the various routes and intersections in it, where the player must find the closest route from the start to the end position. This game aims to sharpen the brain in finding the right solution.

Board games (board games) are game tools that are placed, moved or moved on a surface that has been marked with certain rules (Erlitasari & Dewi, 2016) in (Prihandoko, 2021:578). Further Yunianta, (2019 :89) History of Board Games and Game Psychology, board games are tools or parts the game is placed, moved on a surface that has been marked or divided according to a set of rules. Board game based on strategy pure and usually has a goal to be achieved. Board games are usually played by two or more players with each player having a goal or goal to win the game. In board games there are elements of strategy, cooperation, and some elements of chance or luck. Each board game has rules that players must follow which differ from one another and make one game not exactly the same as another (Wicaksono et al., 2019:2).

Labirin Board Game is a game that can help children play challenges by introducing adventure to train children's skills in dealing with various obstacles and teach children to think critically (Angwarmasse & Wahyudi, 2021:47) . This feeling of pleasure and interest in the learning process makes it easier for students to receive subject matter from the teacher so that it helps students to study hard and improve cognitive abilities and learning outcomes.

Based on the description above, it can be concluded that the Labirin board games is a learning media that combines two elements, namely games and games play by involving pawns in which there is a map Labirin or various kinds of routes that meander in search of a way out fastest to sharpen the player's brain in finding a way out right.

a.   **The Advantages of Labirin Board Games**

Prihandoko & Yunianta, (2021 : 579) explained that board games are media that convey information quite well in a persuasive manner and can also create direct interactions with other people. This is because the board game media can be played by various age groups and the game uses social features between the games.

According to Adieb Limantara, Waluyanto, and Zacky, (2015: 3) in Prihandoko (2021:579) board games have several benefits and roles in social life including game regulations, social interaction, education, life simulation, and generational networking. The advantage of this Board Game game is that students will interact with each other, communicate, build teamwork, sharpen the brain to think critically in solving problems and always equalize perceptions to achieve

goals (Wicaksono et al., 2019:5). Furthermore, the advantages of the Labirin Board Game were also stated by Alfandi, (2021 : 95) the use of learning Labirin media also provides a fun, not boring, and challenging learning atmosphere because students are directly involved in learning and challenge students to find the goals that have been determined in the learning Labirin media. to reduce their boredom during the learning process.

Gita (2016: 53-54) in Alfandi (2021: 91-97) explains the advantages of learning Labirin media are that it can present subject matter in different forms, namely in the form of obstacles in the Labirin media, and can provide competition for students to achieve goals. in the learning Labirin media.

Several studies have proven a positive impact in the application of board game media, among others, research by Muhammad Darrin Zuhri and Kusyairi (2019) regarding improving students' speaking using board games in MTs. Nahdlatun Nasyiin Kadur Pemekasan said that through playing board games, students can learn English indirectly, they can learn a lot. Even shy students can participate positively. Board games can help students in learning English, especially in speaking.

Looking at some of the explanations from previous researchers regarding the benefits of labrin board games, it can be concluded that the advantages of labirin board games provide a fun and not boring learning atmosphere, the maze board games play in its application involves students directly so as to minimize the level of saturation in the learning process. . Besides that, maze board games also give a unique and challenging impression because students have to really concentrate and focus on the game.

b.   **The Disavantages of Labirin Board Games**

According to Iswandi (2021:28) labirin board games have drawbacks when played, the labirin board can move so it's annoying the course of the game, media labirin board games cannot be folded, cannot be played in online, and labirin board games are quite fun games, and in their application in the classroom, the class will become a little noisy because students are carried away by the excitement of this game . Further Paradipta et al., (2016: 42) in Putri & Yunianta (2018: 90) also said the application of board game media in learning has weaknesses which requires a longer time in the learning process.

B.   **Previous Previous Related Finding**

According to Fajarizka, (2016: 80) Board games are one type of conventional (non-digital) game that has several advantages over digital games. A board game is a game that involves pieces being moved or placed on a "pre-marked" surface or board, according to pre-defined rules. Recently, board games, which emphasize reasoning as well as strategy choice, have the potential for educational. (Simanjuntak et al., 2019: 2427).

Labirin in KBBI is a game with a winding path that aims to find the right path in achieving the goals that have been set. Labyrint Board Games is a game to find a path from the start to the finish. Gita (2016: 53-54) in Alfandi, (2021: 91-97). explaining the advantages of Labirin media is that it can present subject matter in different forms, namely in the form of obstacles in the Labirin media and presents competition for students to achieve the goals in the Labirin media so that it can foster the attention and enthusiasm of students in learning. In addition,

Labirin media can develop imagination, train concentration, train, and train students' fine motor skills.

The research related to the Labirin board games media, namely the research conducted by Muhammad Darrin Zuhri and Kusyairi (2019) with the tittle Peningkatan Kemampuan Speaking Siswa Dengan Media Board Game Di Mts Nahdlatun Nasyiin Kadur Pamekasan based on the results of his research showed that board games can help students in learning English, especially in speaking. The next research also is conducted by Sulastri (2019) under the tittle Using Board Games To Teach Speaking Skill For The Eleventh Grade Students of SMKN 2 Luwu Utara. The students" used of board games in learning English speaking to the eleventh years students of SMKN 2 Luwu Utara was very positive, where the student is learning speaking skill fell enjoyment, relax, happiness, and board games can encourage the students to participate in learning speaking.This is also supported by research conducted by Iswandi (2021) with the tittle Pengembangan Media *Board Games Labirin* Pada Pelajaran Biologi Materi Sistem Pencernaan Siswa Kelas XI Ipa SMAN 9 Maros. Based on the results obtained, it can be concluded that the media Labyrinth Board Games learning that has been developed by researchers meet the very effective category seen from the number of students who get pass predicate in the learning process of digestive system material. The level of practicality of the Labirin Board Games learning media meets the very practical category with the average score of the practicality test results being 3.72. This category shows that the Labirin Board Games learning media is very practical to use in the learning process.

C.   Conceptual Framework

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                    ┌──────────────────────────┐
                    │      Speaking Skill       │
                    └──────────────────────────┘
                                 │
                                 ▼
                    ┌──────────────────────────┐
                    │   *Labirin Board Games*   │
                    └──────────────────────────┘
                      │                      │
                      ▼                      ▼
        ┌──────────────────┐      ┌──────────────────┐
        │     Pretest      │      │     Postest      │
        └──────────────────┘      └──────────────────┘
                      ▲                      ▲
                      │                      │
                    ┌──────────────────────────┐
                    │        Analysis          │
                    └──────────────────────────┘
                                 │
                                 ▼
                    ┌──────────────────────────┐
                    │         Finding          │
                    └──────────────────────────┘
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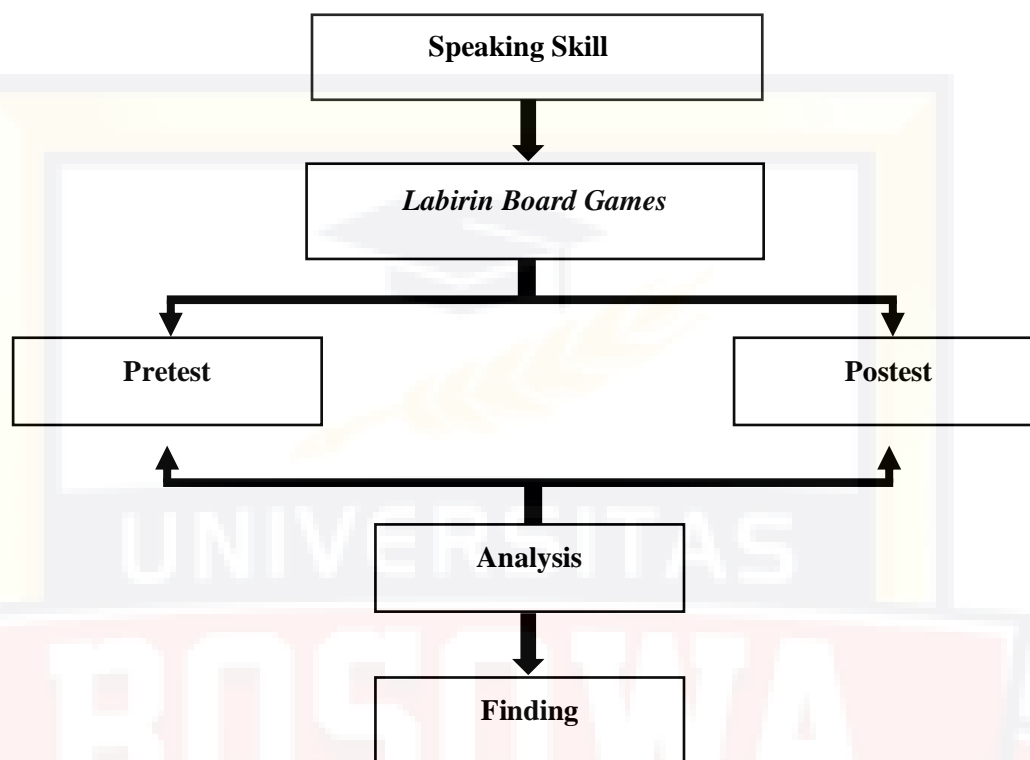
Picture 1. Chart of Conceptual Framework

English which is an international language, indirectly has a strong position in the world of education in Indonesia. The 2013 curriculum has determined that learning English in high school or its equivalent is one of the compulsory subjects.

In essence, language is a life skill that is continuous with one another. Language skills include listening, speaking, reading, and writing (Hotmaria, 2021: 2). Further Ruspa, (2019) in Hotmaria (2021: 2) explained that these four skills are skills that cannot be separated and are continuous with each other. One of the language skills in learning English is speaking skill. Speaking skill is one of the most important indicators for students' success in learning English . By mastering

good speaking skills, students can communicate their ideas, both at school and with foreign speakers, and can maintain good relations with other people.

In essence, we need the right strategy to help students improve their speaking skills in learning English. Therefore, the researchers applied a learning model using the Labirin board games media. Labirin board games are a learning media that combines two elements, namely games and playing by involving pawns in which there is a Labirin map or various tortuous routes in finding the fastest way out with the aim of sharpening the player's brain in finding a way out.

D.   Hypothesis

There are two hypothesis that applied in this research. They are :

1.   Null Hypothesis (H0), means that there is no enhancement student's speaking skill through Labirin Board Games

2.   Alternative Hypothesis (H1), means that there an enchancement student's speaking skill through Labirin Board Games.

CHAPTER III

RESEARCH METHOD

A.   Design of the Research

The design of the research that used in this proposal was experimental quantitative. The research design that used in this research proposal was experimental research using a one-group pret-test design, where this design includes a pre-test before being given treatment. Thus the results of the treatment can be known more accurately, because it could compare with the situation before being treated. The research design was as follows :

$$O_1 \; X \; O_2$$

Description:

O_1 = preliminary test (*pretest)*

O_2 = final test (*posttest)*

X = treatment

B.   Time and Location of Research

This research was conducted in semester of 2022/2023 located at SMA Negeri 18 Makassar.

C.   Population and Sample

The population in this study was all students of class XI IPA 1-4 with a total of 137 students. The sampling technique which used in this research was random sampling. According to Sugiyono (2012) in Harahap et al., (2018 :264) Simple random sampling was a method used to select a sample from the

population at a simple random basis so that each member of the population has an equal chance of being taken as a sample. All members of the population were members of the sample frame. Simple random sampling is usually used if the population is homogeneous. The sampling process was carried out in a simple random manner. The selected sample was class XI IPA 3 with a total of 36.

D. Research Variable and Variable Operational Definition

1. Research Variable

This study consists of two variables, namely the independent variable (X) and the dependent variable (Y). Media Board Labirin Games as the independent variable (X), while improving the speaking ability of class XI students at SMA Negeri 18 Makassar as the dependent variable (Y).

2. Variable Operational Definition

This study consists of two variables, namely the independent variable (x) and the dependent variable (y). The independent variable is the Labirin board games media, namely, board media made of wood and there is a Labirin map with a 3D display. Media Labirin Board games are played in groups. In 1 group consists of 3 people. In the Labirin board games there are 4 cards and 4 types of colors. 3 cards will be held by each group. 1 card is a failed card. Each group will play a board Labirin game to the finish line. And the first to reach the finish line is the winner.

While the dependent variable was an increase in speaking. Speaking is the skill of conveying something to someone orally. There are three aspects must be possessed if you want to be skilled in speaking, namely mastery of vocabulary, grammar, and pronunciation.

E.   Instrument of The Research

In this research, the researcher used speaking test as an instrument to collect all information and data during the research. In this case, the intended test was an oral test to ascertain and to know the ability of students on speaking.

F.   Procedure of Collecting Data

The techniques used in collecting data in this study are as follows:

The data collection technique used by the researcher in this study was a pretest and a posttest, while the steps (procedures) for data collection were as follows:

1.   Pre-Test

Pre-Test was carried out before the treatment, the pretest was carried out to determine the students' speaking skills before the implementation of the Labirin Board Games learning media.

2.   Treatment

In this case, the writer applied the Labirin Board Games learning media to improve students' speaking skills

3.   Post-Test

After the treatment, post-test was conducted to determine the effect of using the Labirin Board Games learning media.

G.   Technique of Data Analysis

In this research, the data of the test was analyzed by using the following techniques:

To analyze the students speaking test, there would be some criteria used by the writer for the students" score. The criteria were as follows:

1. Vocabulary

2. Fluency

3. Pronunciation

The all evaluated used the scoring rubric as follows :

a. Scoring students' speaking test

      To analyze the data, the writer determined the scoring classification which include of Pronunciation, Vocabulary and Fluency. Those criteria as follows :

Table. 3.1 The Vocabulary Criteria

Rating	Vocabulary
6	Use of Grammar and Vocabulary in the right tenses
5	Use vocabulary and idioms is virtually that of a native speaker.
4	Sometimes use inappropriate terms or must rephrase ideas because of lexical inadequacies.
3	Quite rarely users the wrong words. however Conversation still has somewhat limited vocabulary..
2	Misuse of word very limited. Vocabulary makes comprehension quite difficult
1	Vocabulary limitation as extreme as so make conversation virtually impossible.

Table 3.2 The Fluency Criteria

Rating	Fluency
6	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary range of expression often limited.
2	Long pauses while he searches for the desired meaning. Frequency fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.
1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times up making the effort. Very limited range of expression.

Table 3.3 The Pronunciation Criteria

Rating	Pronunciation
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical or lexical errors.
5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterance are corrects.
4	Pronunciation is still moderately influenced by the mother-tongue. But not serious phonological errors. A few grammatical and lexical errors causing confusion.
3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors, some of which cause confusion.
2	Pronunciation seriously influenced by mother-tongue with errors causing a break-down in communication. Many „basic" grammatical and lexical errors.
1	Serious pronunciation errors as well as many „basic" grammatical and lexical errors. No evidence of having mastered any the language skill and areas practiced in the course

(Sulastri, 2019: 45)

Table 3.4 Rating Scale Clasfication

Classification	Rating
Excellent	86-100
Very Good	71-85
Good	56-70
Fairly Good	41-55
Poor	26-40
Very Poor	±25

b. Looking for mean score by using Statistical Product and Service Solution program (SPSS) ver.26 for Windows.

c. Looking for standard deviation by using Statistical Product and Service Solution program (SPSS) ver.26 for Windows.

d. Looking for "t₀", by using Statistical Product and Service Solution program (SPSS) ver.26 for Windows.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contains two parts. The first is the findings of the research and in line with the results of data anlysis in the field. The next part is discussion it deals with explanation and further argument of the findings.

A. Findings

The findings of the study showed the results of the data that has been analyzed statistically and tabulated the data. Comparing the results of the student pre-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and standar deviation of the students" pre-test and post-test.

a. Students' Pre-test Result

The writer has showed the complete score of the students in speaking skill (vocabulary, fluency, and pronunciation) in pretest, the mean score and standard deviation of students, and the rate percentage of students' score in pretest. The writer would present them in the table and calculated the score by using Statistical Product and Service Solution program (SPSS) ver.26 for Windows. Below is a table of pre-test results.

Table 4.1 The Score of Student's Speaking Skill in Pre-test

Respondents	Vocabulary	Fluency	Pronunciation
AFS	1	2	3
AA	1	1	2
ANDS	3	2	1
AI	2	3	1
AM	2	1	3
AMNI	2	2	1

AMR	2	2	2
ASW	1	1	1
AA	2	2	2
AAH	1	1	2
ALA	2	2	1
CM	2	2	2
CKD	1	1	1
FSY	2	3	2
MMD	2	2	1
MAR	2	2	1
MAIA	1	1	1
MFA	2	2	3
MIBN	1	2	2
MNQ	2	2	2
MRD	3	2	2
MYN	1	1	2
MIA	2	2	1
NFS	2	1	2
NDY	1	1	1
NFJ	2	3	3
OAB	1	1	1
PIY	2	2	1
PWD	2	2	2
RVA	1	1	1
RRP	1	2	1
SHA	2	2	3
FJS	2	2	1
IFN	1	1	2
MFF	2	1	1
MFS	2	1	3

(Source :SMAN 18 Makassar)

Speaking skill consisted of three criteria which is vocabulary, fluently, and pronunciation. In addition, the writer would show and tabulate the mean scoreof

the students speaking ability one by one. All of those would explain by the following

tables:

1. Vocabulary

Tabel 4.2 The Rate Presentages Score of Students' Vocabulary Pre-test

Classification	Rating	Frequency	Precentage
Excellent	86-100-	-	0%
Very Good	71-85	-	0%
Good	56-70	-	0%
Fairly Food	41-55	2	5.6%
Poor	26-40	21	58.4%
Very Poor	±25	13	36,2%

(Source :SMAN 18 Makassar)

From table 4.2, it can be seen that the percentage of students' pre-test

scores on vocabulary skills showed 5.6% which was classified in the fairly poor

category, and 58.4% in the poor category. The percentage of 36.2% was

categorized very poor and no one obtains the category of good, very good, and

excellent

Tabel 4.3 The Mean Score of Students' Vocabulary in Pre-test

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Vocabulary	36	2	1	3	61	1,69	0,096	0,577
Valid N (listwise)	36							

The statistical descriptive output data display above showed the number of

respondents (N) there were 36 students. From 36 respondents the smallest value

(minimum) was 1 and the largest value (maximum) 3 .The range value was the

difference between the minimum and maximum values. The average value of 36

students was 1.69 and the standard deviation 0.577.

2. Fluency

Table 4.4 The rate preccentage Score of Students' Fluency in Pre-test

Classification	Rating	Frequency	Precentage
Excellent	86-100-	-	0%
Very Good	71-85	-	0%
Good	56-70	-	0%
Fairly Food	41-55	2	5.6%
Poor	26-40	20	55.6%
Very Poor	±25	14	38,7%

(Source : :SMAN 18 Makassar)

From table 4.4 it can be seen that the percentage of students' pre-test

scores on vocabulary skills showed 5.6% which is classified in the fairly poor

category, and 55,6% in the poor category. The percentage of 38.7% was

categorized very poor and no one obtains good, very good, and excellent.

Tabel 4.5 The Mean Score of Students' Fluency in Pre-test

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Fluency	36	2	1	3	61	1,69	0,104	0,624
Valid N (listwise)	36							

The statistical descriptive output data display above showed the number of

respondents (N) there were 36 students. From 36 respondents the smallest value

(minimum) was 1 and the largest value (maximum) 3 .The range value was the

difference between the minimum and maximum values. The sum from the results

of the vocabulary pretest results of students as many as 36 was 61. The average

value of 36 students or the mean was 1.69 and the standard deviation 0.624.

3. Pronunciation

Table 4.6 The rate percentage score of Students' Pronunciation in Pre-test

Classification	Rating	Frequency	Precentage
Excellent	86-100-	-	0%
Very Good	71-85	-	0%
Good	56-70	-	0%
Fairly Food	41-55	6	16.6%
Poor	26-40	13	36,2%
Very Poor	±25	17	47,3%

(Source: :SMAN 18 Makassar)

Table 4.6, it can be seen that the percentage of students' pre-test scores on

pronunciation skills showed 16.6% which was classified in the fairly poor

category, and 36.2% in the poor category. The percentage of 47,3% is categorized

very poor and no one obtains the category of good, very good, and excellent

Tabel 4.7 The Mean Score of Students' Pronunciation in Pre-test

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pronunciation	36	2	1	3	61	1,69	,125	0,749
Valid N (listwise)	36							

The statistical descriptive output data display above showed the number of

respondents (N) there were 36 students. From 36 respondents the smallest value

(minimum) was 1 and the largest value (maximum) was 3 .The range value was

the difference between the minimum and maximum values. The sum value was

the results of the vocubalary pretest results of students as many as 36. The average value of 36 students or the mean was 1.69 and the standard deviation 0.749.

2. Students' Postest Result

After the results of the students' pre-test were known, the writer then gave treatment using the labirin board game media. The results of the students' posttest scores are presented in tabulated data by dividing them into three criteria, they are vocabulary, fluency, and pronunciation.

Table 4.8 The Score of Students' Speaking Skill in Post-test

Respondents	Vocabulary	Fluency	Pronunciation
AFS	2	3	3
AA	2	2	3
ANDS	4	2	1
AI	3	5	2
AM	2	3	3
AMNI	3	3	2
AMR	2	3	3
ASW	2	2	1
AA	3	3	2
AAH	3	2	3
ALA	3	2	2
CM	3	4	2
CKD	2	2	1
FSY	3	3	3
MMD	3	3	2
MAR	3	3	3
MAIA	2	2	1
MFA	2	3	2
MIBN	2	3	3
MNQ	3	4	1
MRD	4	3	3

MYN	2	3	2
MIA	2	3	2
NFS	3	3	2
NDY	2	2	2
NFJ	2	5	3
OAB	2	3	1
PIY	3	3	2
PWD	4	3	3
RVA	2	2	1
RRP	2	5	2
SHA	3	2	3
FJS	3	4	2
IFN	2	3	2
MFF	3	2	1
MFS	2	2	3

(Source : :SMAN 18 Makassar)

In addition, the writer has classified based on the assessment of English speaking which consists of vocabulary, fluency. and pronunciation, and it was presented through the frequency and percentage distribution table. it can be seen as follows :

1. **Vocabulary**

   Table 4.9 The rate precentage Score of Students' Vocabulary in Post-test

Classification	Rating	Frequency	Precentage
Excellent	86-100-	-	0%
Very Good	71-85	-	0%
Good	56-70	3	8.3%
Fairly Food	41-55	15	41.6%
Poor	26-40	18	50%
Very Poor	+-25	-	0%

(Source : :SMAN 18 Makassar)

Table 4.9 describes the presentation of the results of speaking vocabulary scores after giving treatment. The table above showed that there have been students who have achieved the Good category with a presentation of 8.3% and the Fairly poor category. It has increased with a presentation of 42.5% and there no students who were in the poor category. It can be concluded that the students have the greatest improvement after giving treatment even though no one obtains the excellent and very good category.

Tabel 4.10 The Mean Score of Students' Vocabulary in Post-test

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
vocabulary	36	2	2	4	93	2,58	0,108	0,649
Valid N (listwise)	36							

The statistical descriptive output data illustrate above showed the number of respondents (N) there were 36 students. From 36 respondents the smallest value (minimum) was 2 and the largest value (maximum) 2 .The range value was the difference between the minimum and maximum values. The sum value was the fthe results of vocubalary pretest results of students as many as 36 . The average value of 36 students was 2.58 and the standard deviation 0.649.

2. **Fluency**

Table 4.11 The Mean Score of Students' Fluency in Post-test

Classification	Rating	Frequency	Precentage
Excellent	86-100-	-	0%
Very Good	71-85	3	8.3%
Good	56-70	3	8.3%
Fairly Food	41-55	18	50%
Poor	26-40	12	33.3%
Very Poor	+-25	-	0%

(Source : :SMAN 18 Makassar)

Table 4.11 showed the results of the presentation of students' speaking fluency that has been given treatment. In the table above, it can be seen that there have been students who achieved the good and very good categories with each presentation of 8.3% followed by the fairly good 50% category, the poor category 33.3% and there were no students in the very poor category.

Tabel 4.12 The Mean Score of Students' Fluency in Post-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
fluency	36	3	2	5	105	2,92	0,146	0,874
Valid N (listwise)	36							

The statistical descriptive output data illustrate above showed the number of respondents (N) there were 36 students. From 36 respondents the smallest value (minimum) was 2 and the largest value (maximum) 5 .The range value was the difference between the minimum and maximum values. The sum value was from the results of the vocubalary pretest results of students as many as 36. The average value of 36 students or the mean was 2.92 and the standard deviation 0.874.

3. Pronunciation

Table 4.13 The rate percentage Score of Students' Pronunciation in Post-test

Classification	Rating	Frequency	Precentage
Excellent	86-100-	-	0%
Very Good	71-85	-	8.3%
Good	56-70	-	8.3%
Fairly Food	41-55	13	50%
Poor	26-40	15	33.3%
Very Poor	±25	8	22,2%

(Source : :SMAN 18 Makassar)

Table 4.13 showed the results of the students' speaking pronunciation after giving the treatment. In the table, it can be seen that the fairly good category has increased after the posttest with a percentage of 50% and the category of poor and very poor has decreased by a percentage of 33.3% and 22.2%. It can be concluded there is an increase after implementing the treatment even though no one has obtained the good, very good, and excellent categories.

Tabel 4.14 The Mean Score of Students' Pronunciation in Post-test

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
pronunciation	36	2	1	3	77	2,14	0,127	0,762
Valid N (listwise)	36							

The statistical descriptive output data illustrate above showed the number of respondents (N) there were 36. From 36 respondents the smallest value (minimum) was 2 and the largest value (maximum) 3 .The range value was the difference between the minimum and maximum values. The sum value was the

results from vocabulary pretest results of students as many as 36. The mean value

of 36 students was 2.14 and the standard deviation 0.762.

3.The Comparison Pre-test and Post-test

The table below is a comparison table of pre-test and post-test scores after

before and after applying the labirin board game.

Tabel 4.15 The Comparison Means Score in Pre-test and Post-test

Respondents	Vocabulary		Fluency		Pronunciation	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
AFS	1	2	2	3	3	3
AA	1	2	1	2	2	3
ANDS	3	4	2	2	1	1
AI	2	3	3	5	1	2
AM	2	2	1	3	3	3
AMNI	2	3	2	3	1	2
AMR	2	2	2	3	2	3
ASW	1	2	1	2	1	1
AA	2	3	2	3	2	2
AAH	1	3	1	2	2	3
ALA	2	3	2	2	1	2
CM	2	3	2	4	2	2
CKD	1	2	1	2	1	1
FSY	2	3	3	3	2	3
MMD	2	3	2	3	1	2
MAR	2	3	2	3	1	3
MAIA	1	2	1	2	1	1
MFA	2	2	2	3	2	3
MIBN	1	2	2	3	2	3
MNQ	2	3	2	4	2	1
MRD	3	4	2	3	2	3
MYN	1	2	1	3	2	2
MIA	2	2	2	3	1	2
NFS	2	3	1	3	2	2
NDY	1	2	1	2	1	2
NFJ	2	2	3	5	3	3
OAB	1	2	1	3	1	1
PIY	2	3	2	3	1	2
PWD	2	4	2	3	2	3

RVA	1	2	1	2	1	1
RRP	1	2	2	5	1	2
SHA	2	3	2	2	3	3
FJS	2	3	2	4	1	2
IFN	1	2	1	3	2	2
MFF	2	3	1	2	1	1
MFS	2	2	1	2	3	3
Total	**61**	**93**	**61**	**105**	**60**	**78**

(Source : :SMAN 18 Makassar)

Table 4.16 Comparison of Students' Score in Pretest and Posttest

Classification	Score	Vocabulary		Fluency		Pronunciation	
		pre	post	pre	post	pre	post
Excellent	86-100	-	-	-	-	-	-
Very Good	71-85	-	-	-	3	-	-
Good	56-70	-	3	-	3	-	-
Fairly Good	41-55	2	15	2	18	6	13
Poor	26-40	21	18	20	12	13	15
Very Poor	±25	13	-	14	-	17	8

(Source : :SMAN 18 Makassar)

4. The Mean Scores and Standard Deviation of The Students' Pre-test and Post-test

Table 4.17 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	5,06	36	1,330	,222
	Postest	7,67	36	1,434	,239

Table 4.18 Paired Samples Correlation

		N	Correlation	Sig.
Pair 1	Pretest & Postest	36	,774	,000

Looking at the paired sample statistical data for pretest and posttest, it can

be seen that the scores for the pretest and posttest were obtained by the students

before the labirin board game was applied and after the labirin board game was applied. According to the paired sample data above, the student's pretest score was 5.06 and after giving the treatment the posttest score of the student became 7.67.

Output paired sample correlations showed the correlation between two samples.Correlation was indicated by the number 0.774 with a probability number of 0.000 ≥0.05. which can be interpreted that there was a significant correlation of students' speaking ability after applying the labirin board game after the treatment. While the core of this analysis is the output as follow :

Table 4.19 Paired Samples T-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Postest	-2,611	,934	,156	-2,927	-2,295	-16,767	35	,000

Based on table 4.19, it was found that mean of score of pretest and postest was 2,611 . And the value of t_{hitung} = 16,767. In order to determine the significance level of the difference, compared to the t_{tabel} value obtained the value of tcount = 16,767 and Sig. (2-tailed) = 0.000. Before looking at the table, the first must be determined degrees of freedom (db) in the whole sample studied with the formula db = N – 2. For the number of sample studied were 36 students, then df = 35 – 2 = 33. The value of df = 33 on significance level of 5% obtained ttable = 2.0345. For t_{hitung}> t_{tabel} or 16.767 > 2.032 and Sig. (2-tailed) = 0.000 < 0.05, then H0 was rejected and Ha accepted. So it can be concluded that there was a significant effect of the Implementation of Labirin Board Game in Enhancing Students' Speaking Skill in Eleventh Grade at SMA 18 Makassar.

b. Dicussion

In this section the writer will present a discussion based on the data that has been obtained from the results. In this study the writers applied 4 meetings. The writer treated the students for four meetings. The first meeting, the writer did not directly apply the labirin board game media. The writer gave a pre-test in advance with the aim of measuring the extent to which students' English skills. Pretest session the writer gave questions to the students and then the students would be called one by one to try to answer the questions posed by the writer. When the students were start speaking, the writer would observe carefully and assess the students' abilities.

The results of the students' pre-test scores were very low. Many of the students felt they did not have the confidence to speak in front of the class, as a result, many of them could not answer or complete the questions given by the writer. This similar incident is also supported by the opinion of Maria Fransiska Betty with the title research Improving Speaking Skills Using Discovery Learning Method for Class X Students of SMK Santa Monica who revealed that the speaking ability of class X students is still lacking because students tend to be shy and do not have the confidence to express their thoughts. In addition, students often feel confused if they have to give an oral assessment of something. On the other hand, speaking ability is one of the basic competencies that students must possess in addition to reading, listening, and writing.

Furthermore, there were some students who felt hampered in pronunciation. Sometimes they find it difficult to pronounce words in English.

According to (Kustanti, 2017:176) the difference in speaking habits of Indonesian people with the tongue of native speakers (English speakers) is the cause of difficulty in pronouncing English. The thing that must be considered in learning English is Listening Skill or the ability to hear the vocabulary in English. Meanhwhile according to Wibowo (2018:143) There is a difference between Indonesian and English pronunciation. In Indonesia only has two sound systems: vowels and consonant while in English there are many sounds that are vowels, diphthongs, consonants, and clusters. The next problem is the lack of vocabulary mastery of the students so that it hinders their fluency in speaking.

Based on the problem, the writers tried to apply the right method, according to the level of mental development of students and can make students more active. Teachers must make changes one of is the ability to choose and determine appropriate learning strategies and methods to be applied in accordance with student conditions and the competency standards to be achieved especially for the teacher's ability to determine the right learning strategy or approach regarding efforts to improve learning outcomes, one of them uses a method that can be applied is the Labirin Board Game method.

Labirin board game media is very good to use to help students to enhance their speaking skills. Besides that, there are several advantages of the labirin board game media are its practical use and easy to play because already has a guided book that will make it easier for students to play. The various benefits that can be obtained from the application of the labirin board game which are attract students' interest to pay more attention to learning, students was very enthusiastic

when learning was associated with games. In addition, the application of the media board game makes the class more lively, and fun. But from some of the advantages and benefits of the labirin board game there are also several disavantages of the labirin boar game which are the class will be a little noisier when it is applied and the limited class hours make some students not get the opportunity to play in one meeting.

Based on the findings, it can be interpreted that students get a low average score in the pre-test. Looking at the three aspects that have been assessed, that are vocabulary, fluency, and pronunciation, the lowest score comes from the average pronunciation, students were only able to achieve a score of 2 then it can be concluded that their speaking was categorized into very poor. The problem was due to some factors the students have very limited basic vocabulary, no idea on the given problem, and they have no self-confidence in practicing. After conducting 4 meetings and for 4 consecutive weeks, students' speaking skill has increased, it can be proven by looking at the results of the average difference between the pre-test and post-test of students. The average pretest score of students is 5.06 and post-test. 7.67. To more clearly the significance of the difference between pre-test and post-test seen from the $T_{table} \geq T_{test}$ of the Pre-test and Post-test was ($T_{table} \geq T_{test} = 7.764 \geq 2.093$) decision making basis Ho : the population mean before and after are identical H1: the population mean before and after is not identical. If probability > 0.05, Ho is accepted, but if prob < 0.05, Ho is rejected.From the output we can see that Sig (2 tailed) = 0.000. It can be concluded that there were significant enhancement students' speaking skill after implementing labirin board game in eleventh grade at SMA 18 Makassar.

CHAPTER V

CONCLUSIONS & SUGGESTIONS

A. Conclusions

Based on the findings and discussions, it can be concluded that the application of the labrin board game was able to enhance speaking skill on eleventh grade at SMA Negeri 18 Makassar. The application of the labirin board game with the concept of learning while playing made the class atmosphere fun and students can be more relaxed. In addition, students no longer feel afraid if they want to speak. They can speak more confidently without feeling pressured. Seeing the above, the labirin board game has a positive impression and can be applied in the next class to improve students' speaking skill.

B. Suggestions

1. For teachers, the labyrinth board game media is recommended to be used as one of the media to help train students' speaking because its use is quite practical and is designed as a learning media while playing where it is known that students will be more interested.

2. For students, they can use the labyrinth board game to improve their speaking skills in a fun and relaxed way without feeling under pressure.

3. For further researchers, it is hoped that the maze board game can be developed as an application-based learning media.

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APPENDICES

Appendix 1 Research Permit

PEMERINTAH PROPINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 18 MAKASSAR
Alamat : JL. Paccerakkang Kompleks Mangga Tiga Permai Daya. Telp. (0411) 511121 Makassar 90241
Email : sman.dels@yahoo.co.id *Wabsite :* www.sman18makassar.sch.id

NSS	3	0	1	1	9	6	0	1	3	1	3	1	NPSN	4	0	3	1	1	9	5	2

SURAT KETERANGAN
Nomor : 422/394-UPT.SMA.18/Mks.1/DISDIK

Yang bertanda tangan dibawah ini, Kepala UPT SMA Negeri 18 Makassar menerangkan bahwa :

Nama	:	A. TRI AYU UTAMI IBRAHIM
Nomor Pokok	:	4518101017
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	:	Mahasiswa (S.1)
Alamat	:	Jl. Urip Sumoharjo Km.04 Makassar

Berdasarkan Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan selaku Administrator Pelayanan Perizinan Nomor: 3122/S.01PTSP/2022 tanggal 14 Juni 2022 Perihal Surat Izin Penelitian yang bersangkutan telah mengadakan penelitian pada tanggal 14 Juni s/d 31 Juli 2022 dengan judul :

"THE IMPLEMENTATION OF LABIRIN BOARD GAME IN ENHANCING STUDENTS' SPEAKING SKILL IN ELEVENTH GRADE AT SMA NEGERI 18 MAKASSAR"

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Makassar, 25 Juli 2022

Kepala UPT SMAN 18 Makassar

..............., S.Pd.,MH
Pangkat Pembina Tk I
NIP. 19680201 199412 1004

Tembusan :
1. Kepala Dinas Pendidikan Prov. Sulawesi . Sul-Sel
2. Kepala Cabang Dinas Pendidikan Wilayah I Makassar- Maros
3. Pertinggal

Appendix 2 Instrument of the study

Pre-Test & Post Test Questions

Instruction :

Please read carefully the questions below. You will be given 3 minutes to answer the question. One minute is used for thinking before starting to speak and 2 minutes for the duration of speaking.

The Questions :

1.Tell me about yourself!

2.Tell me about your bad experience!

3.What do you know about education?

4. What do you know about culture?

5. Tell me how to preserve the nature!

6. who is your idola

7. what do want to be in the future? Why?

2. Treatment : Implemntation of Labirin Board Games

The writer provided treatment for four-meetings. The steps were as follows:

a. The first meeting, the writer provided introductory material in starting the learning process in class such as greetings and self-introduction. After that the writer explained material about types of text in English.

b. At the next meeting, the writers provided teaching materials to students about how to how to make an example of each type of english text using Labirin Borad Game. The steps of how to play Labirin Board Games can be seen in the guide book design .
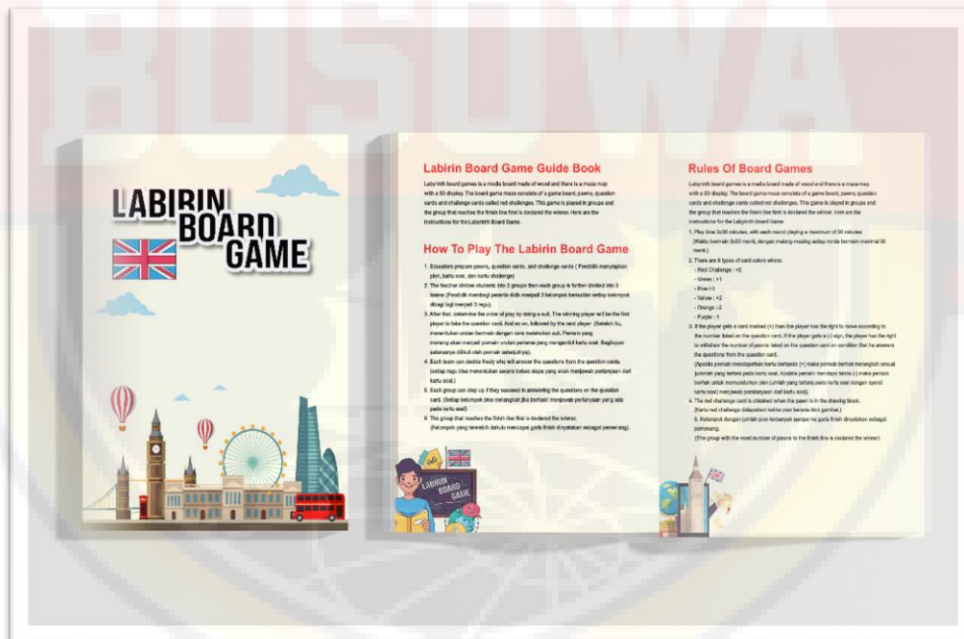
Labirin Board Game Guide Book

Labirin board games is a media board made of wood and there is a labirin map with a 3D display. The board game labirin consists of a game board, pawns, question cards and challenge cards called red challenges. This game is played in groups and the group that reaches the finish line first is declared the winner. Here are the instructions for the Labyrinth Board Game.

How To Play The Labirin Board Game

1. Educators prepare pawns, question cards, and challenge cards
2. The teacher divides students into 3 groups then each group is further divided into 3 teams
3. After that, determine the order of play by doing a suit. The winning player will be the first
4. Each team can decide freely who will answer the questions from the question cards.
5. Each group can step up if they succeed in answering the questions on the question card.
6. The group that reaches the finish line first is declared the winner.

Rules Of Board Games

1. Play time 3x30 minutes, with each round playing a maximum of 30 minutes
2. There are 6 types of card colors where:
   - Red Challenge : +2
   - Green : +1
   - Blue:+3
   - Yellow : +2
   - Orange :-2
   - Purple :-1
3. If the player gets a card marked (+) then the player has the right to move according to the number listed on the question card. If the player gets a (-) sign, the player has the right to withdraw the number of pawns listed on the question card on condition that he answers the questions from the question card.
4. The red challenge card is obtained when the pawn is in the drawing block.
5. The group with the most number of pawns to the finish line is declared the winner

START

LABIRIN BOARD GAME

FINISH
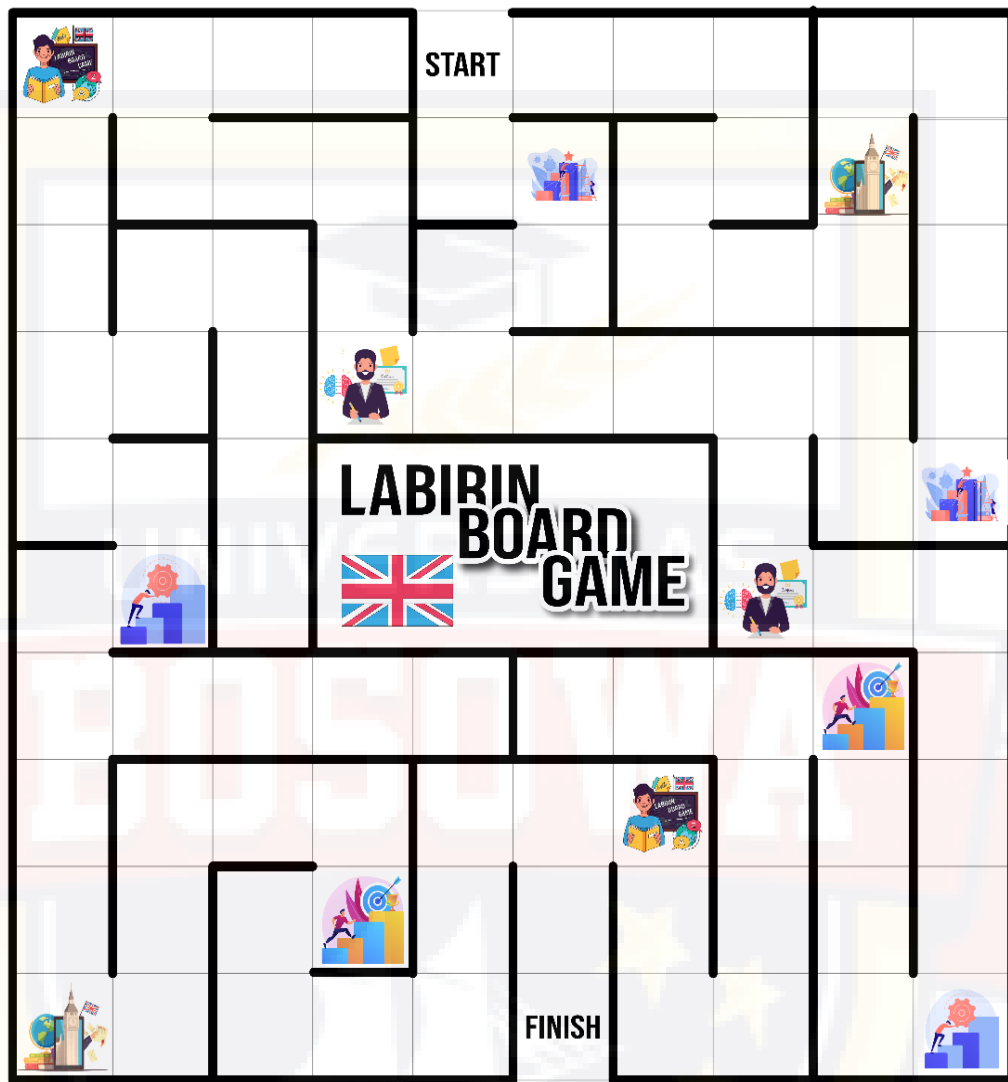
+2 Jelaskan, sebutkan rumus dan contoh dari present continuous tense

+2 jelaskan, sebutkan rumus dan contoh present perfect tense

+2 Jelaskan, sebutkan rumus dan contoh dari present perfect continuous tense

+2 jelaskan, sebutkan rumus, dan contoh dari past tense

+2 jelaskan, sebutkan rumus, dan contoh dari past continuous tense

+2 tell us about your bestfriend

+2 what's your favorite place?

+2 Tell us how to make your favorite food

+2 who is your idola? Explain!

+2 what do you want to be in the future, why?

+3 what is human rights based on your opinion?

+3 why are human rights important?

+3 is corruption is commendable act?

+3 explain about your country/area!

+3 what is unique about your country/area?

+1	+1	+1	+1	+1
why do we have to protect the nature?	what's your favorite season? Why?	why do have to throw throw the garbage in it's place?	why is planting trees important?	what happens if nature is damage?

-1	-1	-1	-1	-1
what if there's children doesn't want to go to school?	what's your favorite subject?, why?	explain about your school	what is interesting about your school?	how is the world without educaton?

-2	-2	-2	-2	-2
what is culture?expalain	tell us about culture in your area	what is unique about culture in your area?	why culture is important in a country/ area?	what is tradisional food in your area?, explain!

So, the conclusion was each gives material to students, the writer needs 2 meetings in completing the research

Appendix 3 Pre-test and Post-test Score

STUDENTS' PRE-TEST SCORE

Respondents	Vocabulary	Fluency	Pronunciation	Score
AFS	1	2	3	6
AA	1	1	2	4
ANDS	3	2	1	6
AI	2	3	1	6
AM	2	1	3	6
AMNI	2	2	1	5
AMR	2	2	2	6
ASW	1	1	1	3
AA	2	2	2	6
AAH	1	1	2	4
ALA	2	2	1	5
CM	2	2	2	6
CKD	1	1	1	3
FSY	2	3	2	7
MMD	2	2	1	5
MAR	2	2	1	5
MAIA	1	1	1	3
MFA	2	2	3	7
MIBN	1	2	2	5
MNQ	2	2	2	6
MRD	3	2	2	7
MYN	1	1	2	4
MIA	2	2	1	5
NFS	2	1	2	5
NDY	1	1	1	3
NFJ	2	3	3	8
OAB	1	1	1	3
PIY	2	2	1	5
PWD	2	2	2	6
RVA	1	1	1	3
RRP	1	2	1	4
SHA	2	2	3	7
FJS	2	2	1	5
IFN	1	1	2	4
MFF	2	1	1	4
MFS	2	1	3	6
Total	**61**	**61**	**61**	**183**

(Source : :SMAN 18 Makassar)

STUDENTS' POST-TEST SCORE

Respondents	Vocabulary	Fluency	Pronunciation	Score
AFS	2	3	3	8
AA	2	2	3	7
ANDS	4	2	1	7
AI	3	5	2	10
AM	2	3	3	8
AMNI	3	3	2	8
AMR	2	3	3	8
ASW	2	2	1	5
AA	3	3	2	8
AAH	3	2	3	8
ALA	3	2	2	7
CM	3	4	2	9
CKD	2	2	1	5
FSY	3	3	3	9
MMD	3	3	2	8
MAR	3	3	3	9
MAIA	2	2	1	5
MFA	2	3	2	7
MIBN	2	3	3	8
MNQ	3	4	1	8
MRD	4	3	3	10
MYN	2	3	2	7
MIA	2	3	2	7
NFS	3	3	2	8
NDY	2	2	2	6
NFJ	2	5	3	10
OAB	2	3	1	6
PIY	3	3	2	8
PWD	4	3	3	10
RVA	2	2	1	5
RRP	2	5	2	9
SHA	3	2	3	8
FJS	3	4	2	9
IFN	2	3	2	7
MFF	3	2	1	6
MFS	2	2	3	7
Total	**93**	**105**	**77**	**275**

(Source : :SMAN 18 Makassar)

Appendix 4 Students' Pretest and Posttest Classification

STUDENTS' PRE-TEST CLASSIFICATION

Respondents	Vocabulary	Classification	Fluency	Classification	Pronunciation	Classification
AFS		Very Poor	3	Fairly Good	3	Fairly Good
AA	1	Very Poor	2	Poor	3	Fairly Good
ANDS	3	Fairly Good	2	Poor	1	Very Poor
AI	2	Poor	5	Very good	2	Poor
AM	2	Poor	3	Fairly Good	3	Fairly Good
AMNI	2	Poor	3	Fairly Good	2	Poor
AMR	2	Poor	3	Fairly Good	3	Fairly Good
ASW	1	Very Poor	2	Poor	1	Very Poor
AA	2	Poor	3	Fairly Good	2	Poor
AAH	1	Very Poor	2	Poor	3	Fairly Good
ALA	2	Very Poor	2	Poor	2	Poor
CM	2	Very Poor	4	Good	2	Poor
CKD	1	Very Poor	2	Poor	1	Very Poor
FSY	2	Poor	3	Fairly Good	3	Fairly Good
MMD	2	Poor	3	Fairly Good	2	Poor
MAR	2	Poor	3	Fairly Good	3	Fairly Good
MAIA	1	Very Poor	2	Poor	1	Very Poor
MFA	2	Poor	3	Fairly Good	3	Fairly Good
MIBN	1	Very Poor	3	Fairly Good	3	Fairly Good
MNQ	2	Poor	4	Good	1	Very Poor
MRD	3	Fairly Good	3	Fairly Good	3	Poor
MYN	1	Very Poor	3	Fairly Good	2	Poor
MIA	2	Poor	3	Fairly Good	2	Poor
NFS	2	Poor	3	Fairly Good	2	Poor
NDY	1	Very Poor	2	Poor	2	Very Poor
NFJ	2	Poor	5	Very Good	3	Fairly Good
OAB	1	Very Poor	3	Fairly Good	1	Very Poor
PIY	2	Poor	3	Fairly Good	2	Poor
PWD	2	Poor	3	Fairly Good	3	Fairly Good
RVA	1	Very Poor	2	Poor	1	Very Poor
RRP	1	Very Poor	5	Very good	2	Very Poor
SHA	2	Poor	2	Poor	3	Fairly Good
FJS	2	Poor	4	good	2	Poor

IFN	1	Very Poor	3	Fairly Good	2	Poor
MFF	2	Poor	2	Poor	1	Poor
MFS	2	Poor	2	Poor	3	Fairly Good

(Source : :SMAN 18 Makassar)

POST-TEST CLASSIFICATION

Respondents	Vocabulary	Classification	Fluency	Classification	Pronunciation	Classification
AFS		Poor	2	Poor	3	Fairly Good
AA	2	Poor	1	Very Poor	2	Poor
ANDS	4	Good	2	Very Poor	1	Very Poor
AI	3	Fairly Good	3	Fairly Good	1	Very Poor
AM	2	Poor	1	Very Poor	3	Fairly Good
AMNI	3	Fairly Good	2	Poor	1	Very Poor
AMR	2	Poor	2	Poor	2	Poor
ASW	2	Poor	1	Very Poor	1	Very Poor
AA	3	Fairly Good	2	Poor	2	Poor
AAH	3	Fairly good	1	Very Poorp	2	Poor
ALA	3	Fairly good	2	Poor	1	Very Poor
CM	3	Fairly good	2	Poor	2	Poor
CKD	2	Poor	1	Very Poor	1	Very Poor
FSY	3	Fairly good	3	Fairly Good	2	Poor
MMD	3	Fairly good	2	Poor	1	Very Poor
MAR	3	Fairly good	2	Poor	1	Very Poor
MAIA	2	Poor	1	Very Poor	1	Very Poor
MFA	2	Poor	2	Poor	3	Fairly Good
MIBN	2	Poor	2	Poor	2	Poor
MNQ	3	Fairly Good	2	Poor	2	Poor
MRD	4	Good	2	Poor	2	Poor
MYN	2	Poor	1	Very Poor	2	Poor
MIA	2	Poor	2	Poor	1	Very Poor
NFS	3	Fairly Good	1	Very Poor	2	Poor
NDY	2	Poor	1	Very Poor	1	Very Poor
NFJ	2	Poor	3	Fairy Good	3	Fairly Good
OAB	2	Poor	1	Very Poorp	1	Very Poor
PIY	3	Fairly Good	2	Poor	1	Poor
PWD	4	Good	2	Poor	2	Poor
RVA	2	Poor	1	Very Poor	1	Very Poor
RRP	2	Poor	2	Poor	1	Very Poor
SHA	3	Fairly Good	2	Poor	3	Fairly Good
FJS	3	Fairly Good	2	Poor	1	Poor
IFN	2	Poor	1	Very Poor	2	Very Poor
MFF	3	Fairly Good	1	Very Poor	1	Poor
MFS	2	Poor	1	Very Poor	3	Fairly Good

(Source : :SMAN 18 Makassar)

Appendix 5 Documentation

Picture 1.The wrtiter was conducting pre-test through oral speaking test
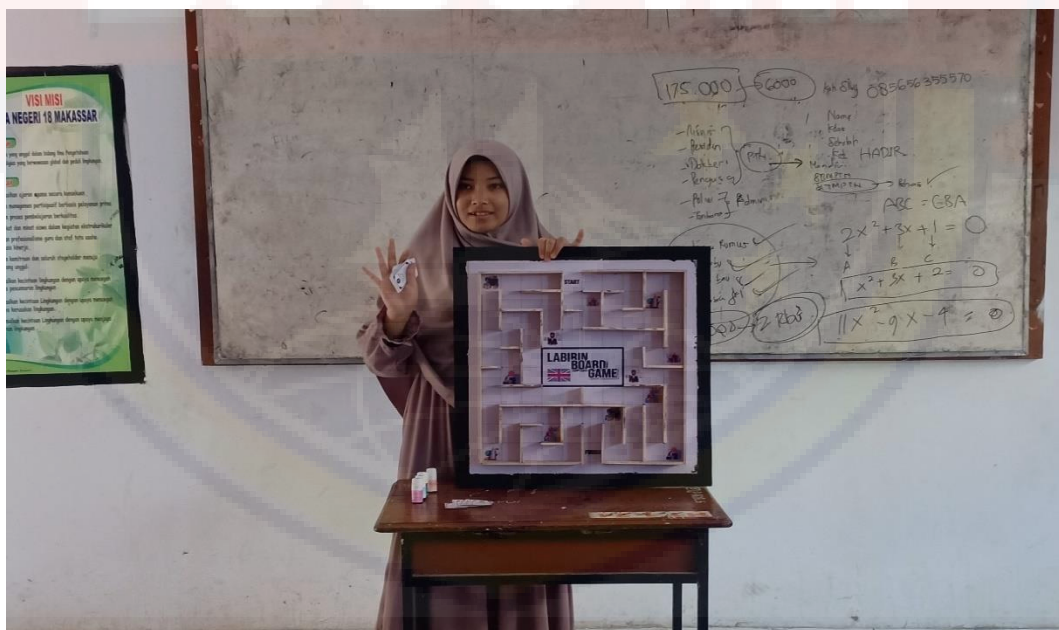
Picture 2.The writer was explaining labirin board game

Picture 3.The writer was implementing the treatment

Picture 4. The writer was implementing the treatment in second meeting

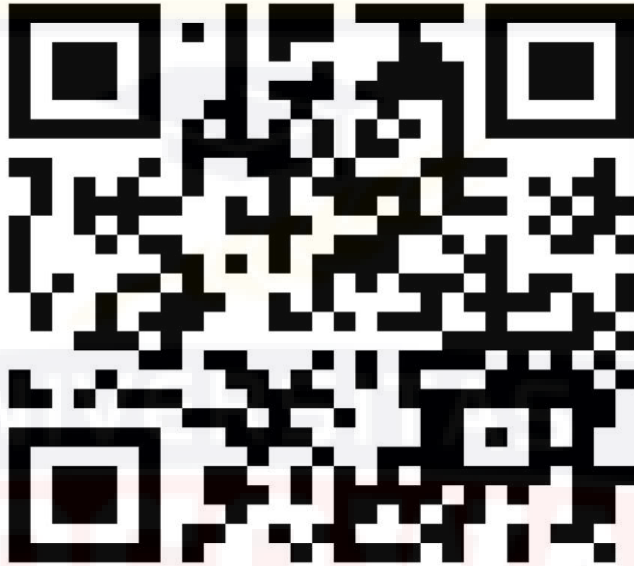*Picture 5. The Writer was conducting post-test*

Picture 6. Photo eith students and English Teachers

Appendix 6 Pre-Test-Post-Test Transcript

VIDEO PRE-TEST AND POST-TEST

1. **Pre-Test Barcode**

2. **Barcode Pos-Test**

Appendix 7 Pre-Test Pos-Test Barcode

Speaking Script & Phonetic Transcript

1. Pre-Test

Respondent 1 : Tell me about your bad exparience. I am play futsal. Apa kalau bertanding miss? I have call one of the famous event in here. and in the final saya gagal its hard dari semua perjuangan saya gagal. Thankyou so much.

(tel mi: əˈbaʊt jɔː(r) bæd exparience. aɪ ˌeɪˈem pleɪ /ˈfuːtsɔːl/ Apa kalau bertanding mɪs aɪ həv kɔːl wʌn əv ðə ˈfeɪməs ɪˈvent ɪn hɪə(r) ənd ɪn ðə ˈfaɪnl saya gagal ɪts hɑːd dari semua perjuangan saya gagal. θæŋk ˌjuː səʊ mʌʃ')

Respondent 2 : Tell me how to preserve the nature by grow the tree, give water. maybe don't throw the garbage in random place and like that and bekas tutup gelas make the tree

(tel mi: haʊ tə prɪˈzɜːv ðə ˈneɪtʃə(r) baɪ grəʊ ðə triː gɪv ˈwɔːtə(r) ˈmeɪbi dəʊnt θrəʊ ðə ˈgɑːbɪdʒ ɪn ˈrændəm pleɪs ənd laɪk ðət ənd bekas tutup gelas meɪk ðə triː)

Respondent 3 : Hi my name is Stefan Harkey Anugrah my opinion about culture in Makassar in one of the..one of the where of kin of culture is something like yang betul-betul sangat bisa dibilinag sangat lebih mendalamai ke dengan peraturan-peraturan yang mungkjn we can melanggar.

(haɪ maɪ neɪm ɪz Stefan Harkey Anugrah maɪ əˈpɪnjən əˈbaʊt ˈkʌltʃə(r) ɪn Makassar ɪn wʌn əv the..one əv ðə weə(r) əv kɪn əv ˈkʌltʃə(r) ɪz ˈsʌmθɪŋ laɪk jæŋ betulbetul sangat bisa dibilinag

sangat lebih mendalami ke dengan peraturan peraturan yang mungkin wi kæn melanggar.)

2. Post-Test

Respondent 1 : What do you know about the culture. I am so glad when I live in Makassar because a lot of culture here and food tradisional and beautiful culture and one of them salah satunya itu beautiful daerah.

(wɒt du: ju nəʊ ə'baʊt ðə 'kʌltʃə(r) aɪ ˌeɪ'em səʊ glaf wen aɪ lɪv ɪn Makassar bɪ'kɒz ə lɒt əv 'kʌltʃə(r) hɪə(r) ənd fu:d tradisional ənd 'bju:tɪfl 'kʌltʃə(r) ənd wʌn əv ðəm salah satunya itu 'bju:tɪfl daerah).

Respondent 2 : Tell me about your bad experience. when i was four me and my mother hit the bull when I go to central market suddenly there is two girls that run from the bull. there is two bull one of them hit me and my mother. me and my mother fall into the selokan.

(el mi: ə'baʊt jɔ:(r) bæd ɪk'spɪəriəns wen aɪ /wəz/ fɔ:(r) mi: ənd maɪ 'mʌðə(r) hɪt ðə bʊl wen aɪ gəʊ tə 'sentrəl 'mɑ:kɪt 'sʌdənli ðeə(r) ɪz tu: 'gɜ:lz ðət rʌn frəm ðə bʊl ðeə(r) ɪz tu: bʊl wʌn əv ðəm hɪt mi: ənd maɪ 'mʌðə(r) mi: ənd maɪ 'mʌðə(r) fɔ:l 'ɪntə ðə selokan.)

Respondent 3 : My based opinion about education is not really about the books those kind of things that there is the book and school in my based opinion education is from our experience that have something like in our own self based

on my opinion is not really about materi atau juga something like normal
education.

(maɪ beɪst əˈpɪnjən əˈbaʊt ˌedʒuˈkeɪʃn ɪz nɒt ˈriːəli əˈbaʊt ðə
ˈbʊks ðəʊz kaɪnd əv θɪŋz ðət ðeə(r) ɪz ðə bʊk ənd skuːl ɪn
maɪ beɪst əˈpɪnjən ˌedʒuˈkeɪʃn ɪz frəm ˈaʊə(r) ɪkˈspɪəriəns ðət
həv ˈsʌmθɪŋ laɪk ɪn ˈaʊə(r) əʊn self beɪst ɒn maɪ əˈpɪnjən ɪz
nɒt ˈriːəli əˈbaʊt materi atau juga ˈsʌmθɪŋ laɪk ˈnɔːml
ˌedʒuˈkeɪʃn).

Appendix 8 RPP

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
PERTEMUAN PERTAMA

Sekolah	: SMA 18 MAKASSAR
Kelas / Semester	: XI / Genap
Mata Pelajaran	: Bahasa Inggris
Alokasi Waktu	: 90 menit
Materi Pelajaran	: News Item Text

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
- Memahami pengertian jenis-jenis teks bahasa inggris.
- Mampu membedakan dan mengindentifikasi jenis-jenis teks Bahasa Inggris
- Membuat contoh dari setiap jenis-jenis teks bahsa Inggris

B. **Kompetensi Dasar dan Indikator**

Kompetensi Dasar	Indikator
1. Membedakan pengertian dari setiap jenis-jenis text bahasa Inggris.	▪ Menemukan perbedaan dalam masing-masing fungsi teks ▪ Mengidentifikasi dan menjelaskan perbedaan dari masing-masing jenis-jenis text.

C. **Media/alat, Bahan, dan Sumber Belajar**

Media : **Papan tulis, Power point, media labirin board game**

Sumber : **Buku, jurnal, dan sumber yang relavan**

D. **Langkah-Langkah Pembelajaran**

Kegiatan Pendahuluan (5 Menit)
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&manfaat) dengan mempelajari materi jenis-jenis text bahasa Inggris
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

KegiatannInti (30 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi jenis-jenis teks
Critical Thinking	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi yang disajikan dan akan dijawab melalui kegiatan belajar
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mencari contoh dari setiap jenis-jenis text bahasa Inggris
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait jenis-jenis text dalam bahasa Inggris . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang

KegiatanPenutup (5 Menit)

- Peserta didik dan guru merefleksi kegiatan pembelajaran.
- Peserta didik dan guru menarik kesimpulan dari hasil kegiatan Pembelajaran.
- Guru Memberikan penghargaan(misalnya Pujian atau bentuk penghargaan lain yang Relevan kepada kelompok yang kinerjanya Baik.
- Menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari.
- Guru menyampaikan materi pembelajaran berikutnya.
- Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

Appendix 9 Biography

BIOGRAPHY

A.Tri Ayu Utami Ibrahim was born in Bantaeng on Agustus 6th, 2000 from the marriage of her parents, A.Ibrahim Sulaemana and Nurlinda. She has three sisters named Andi Bulqis, Andi Maharani, and Andi Fitri Salwa. She started her education in elementary school in 2006 at SDN 7 Letta Bantaeng and graduated in 2012. She continued her study at MTS Nahdlatut Thawalib Tompong Bantaeng and graduated in 2015. At the same time, she continued her school at SMKN 1 Bantaeng and graduated in 2018. After graduating, she continued her study in Bosowa University in English Education Study Program Faculty of Teacher Training and Education. she was an active student in her campus by joining some organizations. In 2021, she was as Chairman of UKM LITIMASI until 2022. At the same time she also the member of the secretariat field in Association of English Education Study Program Bosowa University in 2021. She also joined in BEM and became a member in the reasoning and academic.